

## Make 'n Take



**Name of Make 'n Take:** Shi-shi-etko and the Residential School Experience.

**Theme and Topic :** Traditional Teachings - The Restoration of First Nations Languages and Cultures

**Name of Teacher:** Hannah Kendrick

**Name of School:** St. Peter's School, Light of Christ Catholic School Division

**Grade:** 6

**Date :** March 12, 2010

**Materials:** Felt or Leather, beads, yarn or long leather straps ( cut into about 1m lengths)

Books: Campbell, Nicola. Shi-shi-etko. Illus. Kim LaFave. Toronto: Groundwood Books, 2005.

Campbell, Nicola. Shинchi's Canoe. Illus. Kim LaFave. Toronto: Groundwood Books, 2005.

(There is also apparently a movie adaptation of the book Shi-shi-etko)

### Learning Objectives:

1. The students will review the negative impacts of residential schools in order to understand why the canadian government apologized to residential school survivors in June 2008,
2. The students will have an increased understanding of the effects of the colonial system on First Nations peoples
3. The students will recognize that the First Nations in Saskatchewan need to restore their languages and cultural teachings through education systems that are under their control

## Procedure:

### Day one:

1. The students will review the history of Indian education by identifying the stages of First Nations Education. Topic Three: The Restoration of First Nations Languages and Cultures in the Grade 6 Treaty Resource Guide - Activity #1 – Page 32.
2. Look at the pictures and predict what will happen in the book “Shi-shi-etko”. Together read the book. Discuss. Where is Shi-shi-etko going? What does Shi-shi-etko choose to do with her remaining time at home? What does that tell you about what she values?
3. Discuss traditional First Nations Worldview and how it influenced Traditional First Nations Education.
4. Students will make memory bags. Cut felt or leather into circles, about 20cm in diameter. Cut 14 staggered holes (or x’s-they’re easier to cut) around the circle, about 5cm from the edge. You can then thread your yarn or leather straps through the holes, making sure that the loose ends are both left on the outside. Decorate the straps with beads, and at the end put one or more beads on both straps together, to create a way to close and fasten the bag. Discuss as you make your bags: What did Shi-shi-etko put in her bag? Would you put these things in your memory bag? Why or why not? What will you put in your bag?
5. Fill the memory bags with things that are meaningful. The students likely will need to do this at home, but could make a list of what they would put in it. Discuss: Why was Shi-shi-etko making a memory bag? Where was she going? Why did she leave the memory bag at home? What does that tell you about the place that she is going?

### Day Two:

1. Review with students what they read about the previous day.
2. Discuss residential schools as the students know them (perhaps to a K/W/L), to find out what the students know or don’t know about the residential school experience.
3. The students will write a short story about what they believe Shi-shi-etko’s first day of school would be like, and share their stories with the class.

### Day Three:

1. Read “Shinchi’s Canoe”. Compare this experience with the experiences the student’s imagined in their writing.
2. Compare and contrast the education the children received in the residential schools, with that of a traditional home education.
3. Discuss the negative impacts of the residential school experience.

### Day Four- Five:

1. The students will do a short research project on First Nations Education in Canada. Individuals or groups will research traditional First Nations education, day schools, boarding schools, industrial schools, residential schools and more contemporary schooling and present their findings to the class with the aid of a poster.

## Day Six

1. Listen to, view or read the formal apology to all residential school survivors by Stephan Harper on behalf of the Government of Canada.
2. Discuss.

....Continuations: Look at loss of language and the impact on the culture. Discuss the provisions in the treaties for education. Discuss First nations control over their own education etc...